

# IMPACT

# The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel 2010–2011

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners.

• Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap.

**SCHOOL LEADERS**  
**Principals**

## SCHOOL LEADERS

### Principals



Michael DeAngelis



Simona Monnatti



On the cover of the IMPACT guidebook are the six core beliefs of DCPS. They are:

- All children, regardless of background or circumstance, can achieve at the highest levels.
- Achievement is a function of effort, not innate ability.
- We have the power and responsibility to close the achievement gap.
- Our schools must be caring and supportive environments.
- It is critical to engage our students' families and communities as valued partners.
- Our decisions at all levels must be guided by robust data.

These core beliefs are the foundation of our work as a school system. They speak to the incredibly powerful idea that, despite the challenges that many of our students face, we have the ability to make a dramatic, positive *impact* on their lives. Our hope is that this effectiveness assessment system will help us increase that impact and, in doing so, broaden the life opportunities of the children of the District of Columbia.

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Meaghan Gay

## Dear DCPS School Leaders,

Our district has made great gains in student achievement over the last few years. As we learned earlier this year, on the National Assessment of Educational Progress (NAEP), our fourth graders *led the nation* in reading growth and outperformed *all other urban school systems* in math growth. This significant progress in student learning is a result of your leadership and the tireless efforts of school leaders, teachers, and team members across our school system.

As we continue to implement our reform efforts, I am constantly reminded of the critical role school leaders play in ensuring student success. Your focus on instruction, your relationships with your students and their families, and your effective management propel our schools forward.

In fact, it was only with your leadership that we were able to launch the Teaching and Learning Framework and IMPACT last year. These initiatives provided a common language for instruction, a clear set of performance expectations, and the beginnings of a comprehensive system for guidance and support.

We are excited that this year IMPACT also outlines a common language for school leadership, through the Leadership Framework, and a clear set of performance expectations for school leaders. Our goal is to capture the challenging, complex work that you do throughout the school year. Your primary focus is improving student achievement. IMPACT for school leaders reflects this focus and also recognizes all of the work you do to reach that goal.

Over the past year, we solicited your feedback through focus groups, one-on-one conversations, and Principals' and Assistant Principals' Academy feedback sessions. Chancellor Rhee and I also talked to the monthly Principals' Cabinet directly to solicit your input.

One message was clear throughout these conversations: you hold yourselves to incredibly high standards. You also made it clear that you understand the importance of being held accountable for your impact on your students and your school community.

Thank you for your leadership and for your commitment to your students and their families. I am honored to work alongside you to make a difference for DC's children.

Sincerely,



**Kaya Henderson**

*Interim Chancellor, District of Columbia Public Schools*



# PUTTING GROWTH FIRST

## How does IMPACT support my growth?

Similar to IMPACT for teachers and other school-based staff members, the primary purpose of IMPACT for school leaders is to help you become more effective administrators. IMPACT supports your continued growth as school leaders by:

- **Clarifying Expectations** – IMPACT outlines clear performance expectations for all school-based employees. Over the past year, we created a set of performance metrics and clarified the key areas of impact that school leaders have on student achievement and on their school communities.
- **Providing Feedback** – Quality feedback is a key element of the improvement process. You will receive formal feedback from your instructional superintendent twice each year. In addition, this year's new cluster structure guarantees regular formative feedback from your instructional superintendents, who are expected to be in your schools *at least* once every two weeks.
- **Facilitating Collaboration** – By providing a common language to discuss school leader performance, IMPACT helps support collaboration within and across schools. This is essential, as we know that communication and teamwork create the foundation for success.
- **Driving Professional Development** – The information provided by IMPACT will help DCPS create new professional learning opportunities for school leaders, through monthly Principals' Academy sessions and through more targeted professional development sessions.
- **Retaining Great People** – Highly effective school leaders help everyone improve, including students, teachers, and staff members. IMPACT will identify and enable DCPS to recognize our highest performing school leaders.





Michael DeAngelis

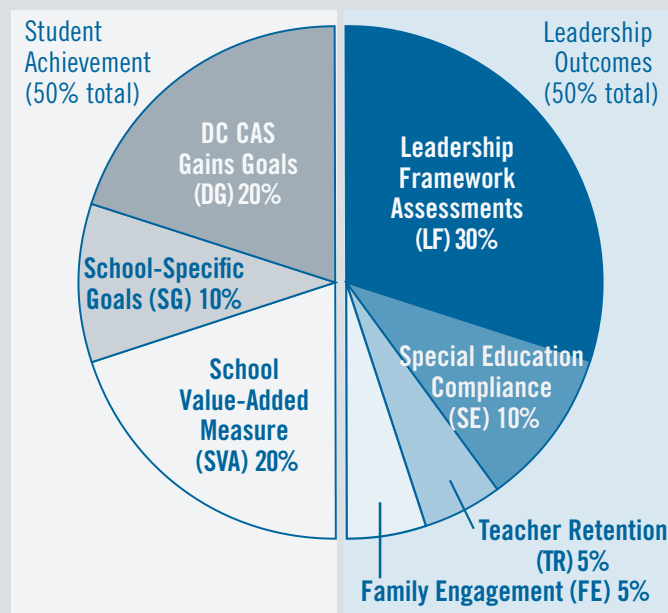
# OVERVIEW OF DCPS PRINCIPAL EVALUATION

As school leaders, you set the tone, culture, and strategic direction for your school building. Your leadership is a critical factor for driving student achievement by putting the necessary relationships, structures, and systems in place each year.

## What are the IMPACT components of the principal evaluation?

Your evaluation as a school leader is made up of two categories: 1) *Student Achievement* and 2) *Leadership Outcomes*. There are three IMPACT components that fall into the *Student Achievement* category and four IMPACT components in the *Leadership Outcomes* category. The evaluation components emphasize the importance of both student achievement outcomes and the leadership outcomes that demonstrate your impact on your students and your school community. Each component is explained in the following sections of this guidebook.

### DCPS PRINCIPAL EVALUATION COMPONENTS





## Student Achievement

- **DC CAS Gains Goals (DG):** You will set DC Comprehensive Assessment System (DC CAS) proficiency goals for reading and math, aligned to No Child Left Behind (NCLB) targets. The targets will reflect your goals for increases in the percentage of your students who are proficient and/or advanced in reading and math. Your attainment of these goals makes up 20% of your IMPACT score.
- **School-Specific Goals (SG):** You will also set school-specific student achievement goals. For example, you may set goals for increases in graduation rates, increases in DC CAS performance for a sub-group of students (examples include English language learners or special education students), or increases in the percent of students achieving at the advanced level. Your attainment of these goals makes up 10% of your IMPACT score.
- **School Value-Added Measure (SVA):** This is a measure of the impact your school has on student learning over the course of the school year, as evidenced by the DC CAS. Your SVA score will be the same as the SVA score that is included in your staff members' IMPACT evaluations. This component makes up 20% of your IMPACT score.

## Leadership Outcomes

- **Leadership Framework Assessments (LF):** This is the average of your scores on the mid-year and end-of-year assessments completed by your instructional superintendent. This component makes up 30% of your IMPACT score, with your mid-year and end-of-year scores each making up 15% of your final IMPACT score.
- **Special Education Compliance (SE):** This includes a set of federal special education measures. This component makes up 10% of your IMPACT score.
- **Teacher Retention (TR):** This is a measure of the impact you have on teacher retention, for teachers with IMPACT scores of 300 or higher. This component makes up 5% of your IMPACT score.
- **Family Engagement (FE):** This is a measure of family and community members' perception of how well the school engages them in student learning and the school community. This component makes up 5% of your IMPACT score.



# STUDENT ACHIEVEMENT

Three components make up the *Student Achievement* category of your IMPACT score, with each component emphasizing a different aspect of your impact on students' achievement. This section provides additional detail on how you will be assessed on each of the three *Student Achievement* components.

## DC CAS Gains Goals (DG)

You will set DC CAS proficiency goals for reading and mathematics with the chancellor and your instructional superintendent at the start of the school year. When the DC CAS scores are released at the end of the school year, your instructional superintendent will assess the attainment of your goals against the rubric provided below.

DC CAS GAINS GOALS RUBRIC			
LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
Exceeded goals for math AND reading proficiency	Met goals for math AND reading proficiency	Met goal for either math OR reading proficiency	Did not meet goal for either math OR reading proficiency

*NOTE: Your attainment of your DC CAS goals will be determined with a +/- 1 percentage point window. For example, suppose your goal for DC CAS reading proficiency at the end of the year was to increase your percent proficient from 50% to 58%. If your results at the end of the year show that 57% of your students are proficient or advanced in reading, you will still get credit for having met your goal.*

## School-Specific Goals (SG)

This component focuses on a specific student achievement area for your school community. Each year you may focus on a different area of need as outlined by your annual strategic plan. You will set *two* school-specific student achievement goals with the chancellor or your instructional superintendent at the beginning of the school year. For example, you might set DC CAS proficiency goals for a sub-group of your student population to reflect your focus on a specific group of students' needs. You also might set goals for graduation rates or promotion rates from 9th to 10th grade.

SCHOOL-SPECIFIC STUDENT ACHIEVEMENT GOALS RUBRIC			
LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
Exceeded both goals	Met both goals	Met one of the goals	Did not meet either of the goals

## School Value-Added Measure (SVA)

School value-added (SVA) student achievement data is a measure of your school's overall impact on student learning. It is a growth measure based on the DC CAS. Your SVA score will be the same as the SVA score that is included in your staff members' IMPACT evaluations.

We use a sophisticated statistical model to isolate the impact that your school has on student learning after taking into account many of the other factors that might affect achievement. DCPS will offer additional training and information on how SVA will be calculated and included in your evaluation later in the school year.

*NOTE: For schools with insufficient DC CAS data for these goals and measures, DCPS will outline alternative components for the principal evaluation process. Principals in these schools will receive additional information from their instructional superintendents.*

# LEADERSHIP OUTCOMES

Four components make up the *Leadership Outcomes* category of your IMPACT score, with each component emphasizing a different aspect of your impact on your school community. This section provides additional detail on how you will be assessed on each of the four *Leadership Outcomes* components.

## Leadership Framework Assessments (LF)

This component includes a mid-year and end-of-year assessment of your performance by your instructional superintendent. Instructional superintendents will complete rubrics at mid-year and the end of the year with evidence of your performance on each standard of the DCPS Leadership Framework (LF). More details on the LF rubric are below.

### *Key Dates for LF Assessments*

- Mid-year LF assessment — **February 11, 2011**

By this date, your instructional superintendent will complete your mid-year LF assessment and conduct a performance conversation with you to review the results of your mid-year LF assessment.

- End-of-year LF assessment — **May 20, 2011**

By this date, your instructional superintendent will complete your end-of-year LF assessment and conduct a performance conversation with you to review the results of your end-of-year LF assessment.

## Leadership Framework Overview

The Leadership Framework is the school system's definition of effective school leadership. It outlines the key strategies and practices that we believe lead to increased student achievement. The LF is comprised of three domains of school leadership: Instructional Leadership, Organizational Leadership, and Leadership for Increased Effectiveness.

### **Instructional Leadership (IL)**

Instructional Leadership includes the actions school leaders take to improve the quality of instruction in every classroom. School leaders create the school's instructional vision, ensure that classroom practices are consistent and aligned to that vision, and provide professional development opportunities that enable every teacher to deliver high quality instruction.

### **Organizational Leadership (OL)**

Organizational Leadership focuses on the actions school leaders take to build a positive school culture, manage all of the school's resources and operations, and maximize employee performance.

### **Leadership for Increased Effectiveness (LE)**

The Leadership for Increased Effectiveness standards describe actions school leaders take across the school's programmatic areas to ensure continuous improvement and strategic movement toward district and school goals. This LF component includes how effectively you use data to make decisions, engage your school community, communicate with your school's stakeholders, manage the change process, and model your own personal learning.



# PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: INSTRUCTIONAL LEADERSHIP

LEVEL 4 (HIGHEST)		LEVEL 3
IL1: ARTICULATE A CLEAR INSTRUCTIONAL VISION		
LF IL1	School leader is <b>highly effective</b> at articulating a clear instructional vision.	School leader is <b>effective</b> at articulating a clear instructional vision.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>• The school leader's articulated and widely-shared vision of higher achievement is evident in all his/her actions and every staff member is able to articulate the vision and how his/her work moves the school closer to realization.</li> <li>• The school leader regularly assesses the path to the vision, by reviewing data (performance data, standards mastery).</li> <li>• The school leader ensures all staff are working actively toward realization of the vision of higher achievement. For example, the school leader regularly engages staff in conversations about the connection of their work to the vision, regardless of role.</li> </ul>	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> <li>• The school leader articulates a vision of higher achievement for all students, shares it widely and refers to it frequently during the school year. For example, the vision is shared at professional development meetings and parent meetings.</li> <li>• The school leader ensures that the vision is grounded in the use of data and aligned to standards. For example, the vision contains specific references to student performance, achievement data, or standards mastery.</li> <li>• The school leader tracks staff actions toward the realization of the vision of higher achievement.</li> </ul>

One way in which an observer could effectively gather information to score this standard is through brief conversations with students, teachers, parents, and other school community members. Examples of the articulation of a clear instructional vision:

- Staff, students, and parents should be able to articulate the vision and/or describe what it means to them.
- Frequent reference to the vision occurs at every gathering of staff and/or parents.
- Evidence of data analysis to track progress toward the vision is available and widely shared.
- School leader engages in regular conversations with staff members about the connection between their work and the vision.
- Staff actions toward the realization of the vision are tracked and used in performance conversations.



## LEVEL 2

## LEVEL 1 (LOWEST)

School leader is **minimally effective** at articulating a clear instructional vision.

*The following best describes what is observed:*

- The school leader may have a vision of higher achievement for all students, but has not articulated it.
- The vision may be grounded in the use of data and/or standards-aligned, but may not be specific enough to track movement toward it.
- The school leader may not have shared the vision widely. For example, some teachers and/or support staff may not understand the vision, be able to articulate what it is, or be working toward it.

School leader is **ineffective** at articulating a clear instructional vision.

*The following best describes what is observed:*

- The school leader may not have a vision of higher achievement for all students.
- The vision may not be grounded in the use of data or may not be standards-aligned.
- The school leader may have a vision developed independently and not shared with the broader school community.



# PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: INSTRUCTIONAL LEADERSHIP

LEVEL 4 (HIGHEST)		LEVEL 3
IL2: CONSISTENTLY IMPLEMENT SCHOOL-WIDE INSTRUCTIONAL PRACTICES		
LF IL2	School leader is <b>highly effective</b> at consistently implementing school-wide instructional practices.	School leader is <b>effective</b> at consistently implementing school-wide instructional practices.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>The school leader ensures high-quality instructional practices are demonstrated in every classroom.</li> <li>The school leader ensures consistency of high-quality practices across all subjects.</li> </ul>	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> <li>The school leader supports and encourages high-quality practices across the school.</li> <li>The school leader works toward consistency of high-quality practices in reading, writing, math, and foundational skills.</li> </ul>

For examples of high-quality instructional practices, refer to the examples provided in the Teaching and Learning Framework (TLF) rubric for all groups of teachers. These may include responding to student misunderstandings, developing higher-level understanding through effective questioning, or maximizing instructional time.

Examples of how a school leader supports the consistent implementation of school-wide practices:

- Establishes a number of routine instructional practices that should be consistent across classrooms, then conducts observations to ensure those are present and provides feedback with specific action steps to teachers.
- Daily instruction follows a very detailed schedule and sub-schedule.
- Identifies those classrooms that lack high-quality practices and develops and implements an action plan to address those gaps.
- Collects data about the consistency of high-quality instructional practices (for example, surveys and Quality School Reviews (QSRs)) and shows evidence of using that data to make adjustments in staff practices.
- Analyzes student work for growth and standards mastery over time.

## LEVEL 2

## LEVEL 1 (LOWEST)

School leader is **minimally effective** at consistently implementing school-wide instructional practices.

*The following best describes what is observed:*

- The school leader may be able to identify some high-quality practices, but struggles to cement those across the school.
- High-quality practices may exist in some classrooms, but not in others, and may not be evident across subject areas.

School leader is **ineffective** at consistently implementing school-wide instructional practices.

*The following best describes what is observed:*

- The school leader may have difficulty identifying high-quality instructional practices or expanding teachers' repertoires of instructional practices.
- High-quality practices are not evident.



# PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: INSTRUCTIONAL LEADERSHIP

## LEVEL 4 (HIGHEST)

## LEVEL 3

### IL3: CREATE OPPORTUNITIES FOR ONGOING LEARNING AND STAFF DEVELOPMENT

<b>LF IL3</b>	School leader is <b>highly effective</b> at creating opportunities for ongoing learning and staff development.	School leader is <b>effective</b> at creating opportunities for ongoing learning and staff development.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>• The school leader guarantees regular, timely professional learning opportunities as school needs require.</li> <li>• The school leader ensures that professional learning opportunities support his/her team's growth and capacity to work collaboratively to solve challenges and increase student achievement.</li> </ul>	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> <li>• The school leader creates regular opportunities for professional learning for all staff.</li> <li>• The school leader ensures that professional learning opportunities are connected to school goals and informed by student and staff performance data.</li> </ul>

Documents related to professional development (for example, agendas, handouts, and sign-in sheets) provide evidence that professional learning opportunities are happening. Evidence that the school leader is ensuring that these opportunities are effective, connected to school goals, and informed by student and staff performance data:

- Pre- and post-IMPACT scores for teachers in those Teach components addressed in the professional learning opportunity.
- Evaluations of professional learning opportunities.
- A schedule for collaborative planning groups and notes from those meetings.
- Pre- and post-student work shows evidence of improved teacher practice in the area addressed in the professional learning opportunity.
- Professional learning opportunities include collaboration (for example, learning walks and collaborative planning).
- Analyses of student and staff performance data are presented in conjunction with each professional learning opportunity and participants can speak to the data aligned to the opportunity as context for why the opportunity is important.
- Multiple models for implementing professional development.
- Leader monitors staff discussion of, reflection upon, and implementation of the practices and strategies presented.
- Annual and/or quarterly professional development plans.
- Master schedule and professional development (PD) schedule aligned to school goals.

## LEVEL 2

## LEVEL 1 (LOWEST)

School leader is **minimally effective** at creating opportunities for ongoing learning and staff development.

*The following best describes what is observed:*

- The school leader may recognize the need for professional development, but offer irregular opportunities.
- The school leader may not link professional learning opportunities to school and staff needs, offering general professional development instead.

School leader is **ineffective** at creating opportunities for ongoing learning and staff development.

*The following best describes what is observed:*

- The school leader may not act to ensure professional learning opportunities.
- The school leader does not ensure any connection between professional learning opportunities and school goals.



# PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: ORGANIZATIONAL LEADERSHIP

LEVEL 4 (HIGHEST)		LEVEL 3
OL1: EXECUTE RESULTS-FOCUSED SCHOOL OPERATIONS AND RESOURCE MANAGEMENT		
LF OL1	School leader is <b>highly effective</b> at executing results-focused school operations and resource management.	School leader is <b>effective</b> at executing results-focused school operations and resource management.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>• The school leader ensures and systematically holds self and others accountable for the execution of efficient operations and resource management.</li> <li>• The school leader ensures that school operations and resource management cause no disruptions to teaching and learning.</li> </ul>	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> <li>• The school leader oversees the execution of results-focused school operations and resource management.</li> <li>• The school leader ensures that operations and resource management support effective teaching and learning.</li> </ul>

Examples of how a school leader supports the execution of results-focused school operations and resource management:

- Building cleanliness is a high priority and facilities issues are managed quickly and completely.
- School schedules and calendars are clear, collectively aligned, support school goals, and streamline school operations (master schedule for teaching and learning, planning/observation/meeting schedules, assessment calendar, school calendar, etc.).
- The school budget is closely monitored and all spending carefully accounted for. There are rarely incidents of unspent resources or of overspending.
- The school leader operates according to a detailed strategic plan, with clear time-based milestones and deliverables. The strategic plan includes a variety of systems for managing the school and includes assignments of tasks to leadership team members. The strategic plan is monitored closely and adjustments made as necessary to support effective teaching and learning. For example, the strategic plan might include a system for proactively managing teacher absences that clearly details which administrator is responsible, which actions s/he should take and a timeline for doing so, all in ways that minimize disruptions to teaching and learning.
- The school leader conducts frequent reviews of allocation management to ensure that financial, human, external, and Central Office resources all support school goals and the strategic plan.
- The school leader makes use of all available resources (for example, Central Office operations specialists and partners) to manage school operations effectively.



## LEVEL 2

## LEVEL 1 (LOWEST)

School leader is **minimally effective** at executing results-focused school operations and resource management.

*The following best describes what is observed:*

- The school leader may show little or no evidence that school operations are well-managed and/or linked to results.
- The school leader may manage school operations and resource management without integrating teaching and learning needs.

School leader is **ineffective** at executing results-focused school operations and resource management.

*The following best describes what is observed:*

- The school leader has few or no systems in place for the effective management of operations and resources.
- The school leader shows evidence of weak management of resources and operations, leading to significant gaps in teaching and learning.



# PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: ORGANIZATIONAL LEADERSHIP

LEVEL 4 (HIGHEST)		LEVEL 3
OL2: PURPOSEFULLY DEVELOP AND MAINTAIN A POSITIVE, COLLABORATIVE SCHOOL CULTURE		
LF OL2	School leader is <b>highly effective</b> at developing and maintaining a positive, collaborative school culture.	School leader is <b>effective</b> at developing and maintaining a positive, collaborative school culture.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>The school leader reviews and analyzes culture data regularly and systematically holds self and others accountable for proactively implementing the systems necessary for developing and maintaining a positive school culture.</li> <li>The school leader anticipates and prepares for culture challenges with comprehensive, proactive strategies.</li> </ul>	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> <li>The school leader promotes a positive school culture by establishing school-wide routines and rituals that support students' socio-emotional development and strong adult-student relationships.</li> <li>The school leader has a repertoire of effective school-wide responses to culture challenges.</li> </ul>

Examples of a positive, collaborative school culture:

- A fully-functioning, scheduled Advisory program exists and is built into the master schedule.
- Student Support Team (SST) or behavior committee regularly reviews data with principal and plans action steps to address challenges.
- A clear, accessible system for providing student incentives is available and apparent.
- Celebrations and school-wide recognitions of positive behaviors and actions are scheduled and regular.
- Human and financial resources for socio-emotional development and support are readily available.
- Positive adult-student and adult-adult relationships are evident.

## LEVEL 2

## LEVEL 1 (LOWEST)

School leader is **minimally effective** at developing and maintaining a positive, collaborative school culture.

*The following best describes what is observed:*

- The school leader takes limited steps to establish positive school culture.
- The school leader responds to culture challenges as they arise, in an effort to maintain a positive school culture.

School leader is **ineffective** at developing and maintaining a positive, collaborative school culture.

*The following best describes what is observed:*

- The school leader has done little or nothing to establish positive school culture.
- The school leader has limited or ineffective responses to culture challenges, as evidenced by struggles to address even the smallest school culture gaps.



# PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: ORGANIZATIONAL LEADERSHIP

LEVEL 4 (HIGHEST)		LEVEL 3
OL3: ALIGN HUMAN RESOURCES TO SCHOOL NEEDS		
LF OL3	School leader is <b>highly effective</b> at aligning human resources to school needs.	School leader is <b>effective</b> at aligning human resources to school needs.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>• The school leader holds self and others to the highest of expectations and frequently reminds staff of those expectations.</li> <li>• The school leader uses data to systematically hold self and others accountable for their effective performance in service of school needs, recruiting, monitoring, rewarding, and removing personnel as appropriate to ensure effective talent management.</li> </ul>	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> <li>• The school leader establishes high expectations for employee performance.</li> <li>• The school leader relies on data to align human resources to school needs, with a focus on performance monitoring, rewarding high performers, and supporting and removing underperformers.</li> </ul>

Examples of aligning human resources to school needs:

- Targeted recruitment based on school needs (for example, recruiting teachers with bilingual skills or co-teaching experience).
- Shifts in responsibilities if a better fit exists on the school staff.
- Documentation of progressive discipline and/or improvement plans for underperforming staff.
- Frequent performance-focused conversations with school staff and school leader.
- Effective, timely implementation of the IMPACT evaluation system for all school personnel.
- Alignment between IMPACT scores and student achievement data.
- Clear, focused roles and responsibilities aligned to school needs.
- Mechanisms for celebrating and rewarding high performers.

## LEVEL 2

## LEVEL 1 (LOWEST)

School leader is **minimally effective** at aligning human resources to school needs.

*The following best describes what is observed:*

- The school leader may have high expectations for employee performance, but may not share those frequently.
- The school leader is able to identify underperformance, but struggles to address it (with improvement plans, removal, etc.) and may do little or nothing to improve the performance of mediocre staff members.

School leader is **ineffective** at aligning human resources to school needs.

*The following best describes what is observed:*

- The school leader does not have high expectations for employee performance and accepts underperformance regularly.
- The school leader fails to maximize human resources by aligning people to school needs, and may avoid or delay addressing underperformance.



# PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

LEVEL 4 (HIGHEST)		LEVEL 3
LE1: USE DATA TO DRIVE DECISION-MAKING		
LF LE1	School leader is <b>highly effective</b> at using evidence-based growth and results to drive his/her actions.	School leader is <b>effective</b> at using evidence-based growth and results to drive his/her actions.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>• The school leader systematically analyzes evidence across all school functions to ensure increased effectiveness and continuous improvement.</li> <li>• The school leader ensures that all of his/her decisions and actions are driven by evidence and focused on results.</li> </ul>	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> <li>• The school leader consistently reviews school growth based on evidence.</li> <li>• The school leader makes decisions based on the results of evidence reviews to monitor progress over time and move toward results.</li> </ul>

Examples of a focus on evidence-based growth and results:

- Updated, comprehensive data walls (student performance) easily accessible to school staff.
- Updated, comprehensive data books with data measures tracked in DCPS data systems (for example, School Performance Data Initiative (SPDI) and SchoolStat), or data measures of local importance (for example, building cleanliness).
- Regular, focused data team meetings with progress tracked toward agreed-upon goals.
- Evidence of growth measures tracked over time (for example, school leader knows where behavior referrals are in September, reviews them monthly, and acts to reduce them by January).
- Data team reviews all school data and proposes action steps to ensure growth.



## LEVEL 2

## LEVEL 1 (LOWEST)

School leader is **minimally effective** at using evidence-based growth and results to drive his/her actions.

*The following best describes what is observed:*

- The school leader may review school growth measures inconsistently and/or only in a few key areas, thus operating without an overall picture of school performance over time.
- The school leader may rely on evidence for some decisions.

School leader is **ineffective** at using evidence-based growth and results to drive his/her actions.

*The following best describes what is observed:*

- The school leader may not track school growth closely or at all.
- The school leader may not rely on evidence to make decisions.



# PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

LEVEL 4 (HIGHEST)		LEVEL 3
LE2: ENGAGE MEMBERS OF THE SCHOOL COMMUNITY		
LF LE2	School leader is <b>highly effective</b> at engaging members of the school community.	School leader is <b>effective</b> at engaging members of the school community.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>• The school leader includes all stakeholders in school improvement efforts and reaches out to potential stakeholders proactively.</li> <li>• The school leader maximizes inclusion, collaboration, and distributive leadership by engaging all stakeholders in school and DCPS initiatives.</li> </ul>	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> <li>• The school leader includes all stakeholders in school improvement efforts.</li> <li>• The school leader uses clear communication systems and models of effective engagement to align stakeholders to school and DCPS initiatives.</li> </ul>

Examples of targeted engagement include:

- Participation of parents, representatives of partner organizations and members of the community around the school in school initiatives and on school committees.
- Comprehensive, regular newsletters aligned to the needs of different readers (parents, partner organizations, etc.).
- Partnerships with local businesses/nonprofits that result in resources that help the school move closer to its goals.
- Parent programming designed to welcome parents into and support their continued involvement in the school (for example, monthly parent nights and book clubs).

## LEVEL 2

## LEVEL 1 (LOWEST)

School leader is **minimally effective** at engaging members of the school community.

*The following best describes what is observed:*

- The school leader struggles to fully include stakeholders in school improvement efforts.
- The school leader may only be able to connect stakeholders to one or two small initiatives.

School leader is **ineffective** at engaging members of the school community.

*The following best describes what is observed:*

- The school leader has no evidence of engaging stakeholders in school improvement efforts.
- The school leader has no plan for connecting stakeholders to school and DCPS initiatives.



# PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

LEVEL 4 (HIGHEST)		LEVEL 3
LE3: LISTEN AND COMMUNICATE		
LF LE3	School leader is <b>highly effective</b> as a listener and communicator.	School leader is <b>effective</b> as a listener and communicator.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>• The school leader operates with ethics, integrity, and trust in his/her communications at all times.</li> <li>• The school leader motivates team members and manages interpersonal relationships with ease.</li> <li>• The school leader operates with a communications plan that supports an effective learning environment focused on performance and outcomes.</li> </ul>	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> <li>• The school leader ensures clarity, respect, and responsiveness in his/her communications.</li> <li>• The school leader enjoys positive interpersonal relationships with all school staff members.</li> <li>• The school leader listens and communicates effectively with all members of the school community.</li> </ul>

Examples of a listener and communicator:

- Complete, updated, error-free school materials (handbooks, letters, e-mails, website, flyers, newsletters, the school profile, the school marquee, Connect-Ed messages, etc.).
- Frequent, regular, respectful oral and written communication with school staff, students, parents, and community members.
- E-mails and phone calls returned promptly (within 24 hours) and with full responses.
- Frequent, regular opportunities to engage with the school leader (morning coffees, lunches, office hours, regular meetings, etc.).
- Stakeholders report that school leader is open, accessible, and responsive.
- Records and monitors the implementation of decisions/action notes from various meetings and follows up to ensure completion.

## LEVEL 2

## LEVEL 1 (LOWEST)

School leader is **minimally effective** as a listener and communicator.

*The following best describes what is observed:*

- The school leader may struggle with clarity in his/her communications or receive complaints of a lack of responsiveness.
- The school leader may establish positive interpersonal relationships with some school staff members.
- The school leader keeps lines of communication open with some members of the school community, but communication may be inconsistent or limited to one or two pressing initiatives.

School leader is **ineffective** as a listener and communicator.

*The following best describes what is observed:*

- The school leader may lack clarity in his/her messages and/or be unresponsive.
- The school leader fails to establish positive interpersonal relationships.
- The school leader communicates ineffectively.



# PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

## LEVEL 4 (HIGHEST)

## LEVEL 3

### LE4: STRATEGICALLY MANAGE THE CHANGE PROCESS

LF  
LE4

School leader is **highly effective** at managing the change process.

*For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:*

- The school leader strategically manages the change process and supports team members' ability to anticipate and plan for difficulties along the path to change.
- The school leader prepares others to support the implementation of effective practices and celebrates progress regularly.
- The school leader varies leadership approaches when appropriate.

School leader is **effective** at managing the change process.

*The following best describes what is observed:*

- The school leader effectively manages the change process, anticipating and planning for difficulties.
- The school leader celebrates progress regularly.
- The school leader exhibits a repertoire of strong leadership practices.

*Note: As are many urban school districts, DC Public Schools is engaged in an organizational change process designed to transform its system into one full of schools that ensure that every child, in every classroom, has access to a high-quality educational program in a safe and engaging learning environment. To that end, every DCPS school is in the midst of an organizational change process to reach that goal, whether it involves closing the achievement gap in the school, reducing behavioral referrals, increasing the quality of educational experiences, or most notably, improving student achievement for every child. This change process could include preparing school staff for the implementation of effective practices, having tough conversations with staff members resistant to change or anticipating and proactively planning responses to challenges to new initiatives (for example, teacher-developed short cycle assessments or teacher peer observations).*

Examples of managing the change process:

- Proactive messages to staff about effective practices (for example, what it will take to implement them, potential barriers, plans to overcome those barriers).
- Frequent and effective celebrations of progress along the path to the school goal.
- Challenges to existing practices (even new ones) when they fail to result in achievement growth.
- Professional development for other leaders to help them support practices new to the school with those they manage.
- Varied leadership approaches when appropriate to the situation and/or person.
- An outline of the elements of change and support provided to staff to help them handle the feelings associated with organizational change (for example, fear or resistance).
- Evidence of difficult conversations with staff members when needed.



## LEVEL 2

## LEVEL 1 (LOWEST)

School leader is **minimally effective** at managing the change process.

*The following best describes what is observed:*

- The school leader is only able to respond to change and struggles to take proactive steps that anticipate and plan for difficulties.
- The school leader may not see the potential pitfalls associated with the change process before they occur.
- The school leader operates with a single leadership approach and/or practice.

School leader is **ineffective** at managing the change process.

*The following best describes what is observed:*

- The school leader is unable to recognize the elements of the change process.
- The school leader fails to comprehend how the change process impacts instructional and operational leadership.
- The school leader does not operate within a set of effective leadership approaches.



# PRINCIPAL LEADERSHIP FRAMEWORK RUBRIC: LEADERSHIP FOR INCREASED EFFECTIVENESS

LEVEL 4 (HIGHEST)		LEVEL 3
LE5: PURSUE PROFESSIONAL GROWTH AND PERSONAL LEARNING		
LF LE5	School leader is <b>highly effective</b> at constant personal learning.	School leader is <b>effective</b> at constant personal learning.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>• The school leader identifies professional learning opportunities in line with his/her growth areas.</li> <li>• The school leader learns and adapts his/her practice in ways that are informed by constant personal learning.</li> </ul>	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> <li>• The school leader seeks out opportunities to grow professionally.</li> <li>• The school leader takes actions that are informed by constant personal learning.</li> </ul>

Examples of constant personal learning:

- The school leader constantly reflects on successes and failures and seeks feedback from others on how to improve his/her performance.
- The school leader is able to identify school gaps and seek professional learning opportunities to aid in his/her ability to close those gaps.
- The school leader can draw the connection between the professional learning opportunities s/he has taken and the impact on his/her actions.
- When faced with challenges, the school leader identifies the learning opportunities that could best help him/her adapt.

## LEVEL 2

## LEVEL 1 (LOWEST)

School leader is **minimally effective** at constant personal learning.

*The following best describes what is observed:*

- The school leader articulates an interest in personal learning, but may only participate in limited professional learning opportunities.
- The school leader takes actions that are only loosely grounded in learning opportunities and/or does not adapt his/her practices.

School leader is **ineffective** at constant personal learning.

*The following best describes what is observed:*

- The school leader exhibits little desire to grow and change.
- The school leader's actions are not connected to learning opportunities.



## Special Education Compliance (SE)

You will be assessed at the end of the year on a set of federal special education reporting measures. Your average score across the **two** special education metrics highlighted below, School IEP Timeliness and Required Action Timeliness, will be your score on this component of the evaluation. The two additional measures included below, Eligibility Timeliness and Individual Education Plan (IEP) Documentation, will be included as descriptive information this year and will be included formally in next year's principal evaluation process. Current rules and guidelines for implementing special education services in DCPS can be found in the Office of Special Education (OSE) reference guide: <https://sites.google.com/a/dc.gov/office-of-special-education-reference-guide/>.

SPECIAL EDUCATION COMPLIANCE RUBRIC				
	LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
School IEP Timeliness	100%	95-99%	90-94%	Less than 90%
Required Action Timeliness	100%	95-99%	90-94%	Less than 90%
<i>Eligibility Timeliness</i>	<i>100%</i>	<i>95-99%</i>	<i>90-94%</i>	<i>Less than 90%</i>
<i>IEP Documentation</i>	<i>100%</i>	<i>95-99%</i>	<i>90-94%</i>	<i>Less than 90%</i>

**School IEP Timeliness:** This is a measure of the extent to which the Individual Education Plans (IEPs) of the students at your school are renewed within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education (OSE). This indicator is critical to ensuring that our students receive all the services they need and is required by federal law. Your school's IEP Timeliness will be tracked in the Special Education Data System (SEDS).

**Required Action Timeliness:** This is a measure of the extent to which your school completes the required actions from a Hearing Officer Decision or Settlement Agreement within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education and posted in the OSE Reference Guide. As a school leader, you manage your staff to ensure that the rights of students receiving special education services in your school are consistently upheld. Your school's Required Action Timeliness will be tracked in the Blackman-Jones Database.

**Eligibility Timeliness:** This is a measure of the percent of students in your school that have had timely initial evaluations and re-evaluations within the respective timeframes, and in accordance with the rules, established by the DCPS Office of Special Education and posted in the OSE Reference Guide. Your school's eligibility timeliness will be tracked in SEDS. *NOTE: For the purpose of eligibility timeliness alone, a student whose eligibility is determined by Early Stages will not count for this measure.*

**IEP Documentation:** This is a measure of the percent of students with IEPs in your school with at least two participant signatures on their most recent IEP at the time of the Office of the State Superintendent of Education (OSSE) enrollment audit (which occurred on October 14, 2010).

## Teacher Retention (TR)

This component measures your ability to retain teachers with an IMPACT score of 300 or higher. To account for some natural turnover, DCPS has determined that a principal who retains 70% of teachers with an IMPACT score of 300 or higher is effective with respect to teacher retention. You will be assessed according to the rubric below.

TEACHER RETENTION			
LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
Retain more than 80% of the school's teachers with score of 300 or higher	Retain 70-80% of the school's teachers with score of 300 or higher	Retain 60-70% of the school's teachers with score of 300 or higher	Retain fewer than 60% of the school's teachers with score of 300 or higher

*NOTE: We recognize that effective principals develop the capacity of their staff members. Thus, teachers who are promoted (for example, to instructional coach or assistant principal positions) will not be included in this calculation. Similarly, teachers who retire from their positions will not be included in this calculation.*

## Family Engagement (FE)

This component of the evaluation will focus on family members' responses to the DCPS stakeholder survey. The score includes family members' responses to questions asking for their perception of how well the school engages family members in student learning and in the school community. Family engagement scores on the stakeholder surveys are out of a possible 100 points.

FAMILY ENGAGEMENT			
LEVEL 4 (HIGHEST)	LEVEL 3	LEVEL 2	LEVEL 1 (LOWEST)
Family engagement score of more than 85 points	Family engagement score of 75-85 points	Family engagement score of 65-75 points	Family engagement score of fewer than 65 points

*NOTE: Principals play a key role in survey administration and helping to ensure the survey feedback represents the perspectives of the school's parent and family community. A minimum response requirement will be set later in the school year. If your school does not meet the minimum response requirement, then you will receive an Ineffective rating (1) for this component.*



# PUTTING IT ALL TOGETHER

Below is a sample end-of-year principal IMPACT report, putting all of the components together. This section is designed to help you understand how all of the components of your assessment will come together in an overall IMPACT score.

STUDENT ACHIEVEMENT	2009-2010	GOAL	2010-2011	MET GOAL?		RATING	%	CONTRIBUTION TO FINAL RATING
DC CAS GAINS GOALS (DG)								
Reading	71	75	75	MET		2	20%	40
Math	75	80	76	NOT MET				
SCHOOL-SPECIFIC GOALS (SG)								
GOAL 1: 4% increase in advanced, reading	31	35	36	MET		2	10%	20
GOAL 2: 4% increase in advanced, mathematics	24	28	22	NOT MET				
SCHOOL VALUE-ADDED MEASURE (SVA)								
Reading					3.6	3.5	20%	70
Math					3.4			

<b>LEADERSHIP OUTCOMES</b>								
SPECIAL EDUCATION MEASURES (SE)	IEP TIMELINESS	REQUIRED ACTION TIMELINESS	ELIGIBILITY TIMELINESS	IEP DOCUMENTATION		RATING	%	CONTRIBUTION TO FINAL RATING
	4	3	2	2		3.5	10%	35
TEACHER RETENTION (TR)					88%	4	5%	20
FAMILY ENGAGEMENT SCORE (FE)					79	3	5%	15
MID-YEAR LF ASSESSMENT SCORE						3.55	15%	53
END-OF-YEAR LF ASSESSMENT SCORE						3.36	15%	50
<b>FINAL SCORE</b>							<b>100%</b>	<b>303</b>

Final IMPACT scores will be available shortly after the 2011 DC CAS results are released by the Office of the State Superintendent of Education (OSSE) after the conclusion of the school year.

It is important for the chancellor to make re-appointment decisions as early as possible to allow for effective leadership transitions in cases in which principals are not re-appointed to their current positions. Therefore, the chancellor will start to make principal re-appointment decisions before the end of June. Because not all data will be available before the end of the school year, the chancellor will review all data available to make these decisions.

Final scores will be used to inform professional development opportunities for the 2011-2012 school year, identify mentors and principal leaders from among the highest-performing principals, and recognize our highest-performing school leaders publicly.



# CONCLUDING MESSAGE

This system is called “IMPACT” because you, the leaders serving in our schools, have the ability to make a dramatic, positive impact on our students’ lives. You are the most important lever for change in our school system.

The impact you have already made is impressive. As noted in interim Chancellor Henderson’s opening letter, our students have made extraordinary gains in a relatively short time because of your leadership, commitment, and dedication.

Though we have made great progress, we still have much to do. Our students – like all children – deserve the opportunity to pursue their dreams. Together, we can and must ensure that they have access to the one thing that will afford them this opportunity: an outstanding education.





Michael DeAngelis

# NOTES



Bel Perez Gabilondo



Michael DeAngelis



Bel Perez Gabilondo

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), the District of Columbia Public Schools (DCPS) does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. •

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